SAFE ROUTES TO SCHOOL

WALK THIS WAY, BIKE THAT WAY

PEDESTRIAN SAFETY (LESSON 1 OF 2 - 15 Minutes)
WALK THIS WAY, BIKE THAT WAY GAME

CURRICULUM

WALK-THIS-WAY.ORG

BIKE THAT WAY
**INTRODUCTION**

These lessons will introduce Safe Routes to Schools (SRTS), encourage walking and teach students pedestrian safety. The first lesson engages students through a class discussion and the second lesson uses an interactive game to teach the SRTS principles.

This is designed as a two-part lesson. The first is a curriculum to teach Pedestrian Safety in accordance with Safe Routes to Schools to be followed by a fun interactive, **WALK THIS WAY BOARD GAME**.

**OBJECTIVE**

Students will be able to: first, explain the benefits and hazards of walking along safe paths; second, identify edges; third, demonstrate the procedure of stopping at every edge, looking and listening for traffic before crossing the street and fourth, become familiar with the predetermined safe routes school map.

**BACKGROUND**

Pedestrian injury from traffic crashes are the second leading cause of unintentional injury-related deaths among children ages 5 to 14. According to Safe-Kids USA, 2009, “The leading cause of child pedestrian-vehicle crashes is pedestrian failure to stop at the edge of the roadway and check for moving cars (called “dart-out”).

*(We do not recommend that children ages 7 to 9 walk alone. Make sure that this lesson does not impart a false sense of security.)*
TRAINING (MATERIALS, LESSON OUTLINE AND DISCUSSION)

MATERIALS

- White board or chalk board
- Dry-erase pen or chalk
- If time permits for activity #8, you will need:
  2 sets of pedestrian signals and a ball. The children will serve
  as pedestrian signals.

LESSON OUTLINE

Gather children around to discuss pedestrian safety and walking to school. Open discussion with SRTS design.

Note: The objective is to teach children ages 7 to 9 about SRTS and pedestrian safety when walking or bicycling to and from school because of the following facts:

- Children are small, difficult to see and have difficulty seeing around obstacles.
- A child’s field of vision is not fully developed.
- Children have difficulty identifying the direction from which a sound is coming.
- Children have difficulty gauging the speed and distance of moving objects.
- Children lack impulse control.
- Children lack a sense of danger.
1) DISCUSSION - Introduce Safe Routes to Schools (SRTS)

SRTS is a program that teaches kids the importance of walking and bicycling as a way to get around, especially to and from school.

SRTS programs work to increase safety by teaching kids walking and bicycling skills and rules.

2) SURVEY - Who already walks or bikes to school

Conduct a brief oral survey. Ask students to raise their hand if they sometimes walk, bike, skate, scooter or carpool to get to and from school. Tally numbers on the board.

3) DISCUSSION - Walking and bicycling to school

Hold an interactive discussion about walking and bicycling to school. Many students live too far from school to walk or bike, however we can still encourage them to be active close to their homes.

• If students can’t walk or bike to school, what are the reasons?
• Will students be able to walk or bike to school on their own when they get older?
• Name some other places students can walk and bike.

4) DISCUSSION OF "PEDESTRIAN" TERMS

Note: Write terms on board or place a name card of the term on the board with the definition. Remind students to always "Stop, Look and Listen."

VOCABULARY

Pedestrian - a person who walks
Intersection - a place where two streets or pathways cross
Crosswalk - marked lines on the street that tell pedestrian where to cross the street
Edge - the end of the sidewalk next to the road (step down)
Crossing Guard - Trained adults who help children cross the intersections safely
"Traffic Light Signals" ask for explanations: Red (stop); Green (Go- after making sure the path is clear); and Yellow (slow down and get ready to stop).

Discuss “Pedestrian Signals” which include:

**The “Person Walking” signal. What does this one mean?**
Start Crossing- after making sure the path is clear.

**The “Solid Red Hand” signal. What does this one mean?**
Don’t Cross.

**The “Flashing Red Hand” signal. What does this one mean?**
Don’t start to cross, but ok to continue crossing if already crossing.

*Note: Many new pedestrian signals will also have a numerical countdown timer to show exactly how much time is left to cross the street.*

Teach Pedestrian hand signals, eye contact and body language

Stand with an upright alert stance and confident body posture. Make eye contact with drivers; important when communicating with them about your intentions for street crossing. All signals involve eye contact to avoid confusion and dangerous crossing situations.

- **Please Stop** - Outstretched arm with palm facing driver. Wait for acknowledgement from driver (wave or nod and stopping of vehicle) before proceeding.
- **Go Ahead wave** - Make clear to driver that you are not crossing and they should go ahead.
- **Thank You wave to courteous and yielding driver** - Simple and different from the No Thank You wave.

*Note: Remind students to pay attention because they will soon be playing the Walk This Way, Bike That Way board game. Good listeners will be rewarded with becoming a Walk this Way Superstar by winning the game.*
5) DISCUSSION - Left, Right, Left again while listening

Discuss the activity and the importance of the skills learned in the activity, including reasons for:

- Understanding carefully looking—left and right—both ways.
- Looking behind us.
- Carefully listening for cars—you might not see them, but can hear them—wait and listen carefully.

6) ACTIVITY - Listening and Learning

The song Walk This Way is used as a warm up song/rap to help children remember to look both ways and listen for traffic before they cross the street. The song should be done standing in a large group.

🎶 Walk This Way Song/Rap 🎶

Walk This Way
Bike That Way
Walk This Way
Bike That Way
Look both ways
Before you cross the street
Look to the Left!
Look to the Right!
Look to the Left, Again!
Can you see any cars coming?
Can you hear any cars coming?
Walk This Way
Bike That Way
Traffic Guard Song

Divide the class in to two groups. Group 1 will represent Mr. Crossing Guard and Group 2 will represent the child(ren) crossing the street. The Traffic Guard Song was created to sing along in two groups of children – the melody is upbeat and cheerful.

**Hi Mr. Crossing Guard!** (Group 2)

**Can you help me please?** (Group 2)

**I need to cross the street safe--ly!** (Group 2)

**I need to get to school safe--ly!** (Group 2)

**Hi Kids!** (Group #1)

Please wait at the edge! (Group #1)

Please wait at the edge! (Group #1)

Do not cross until I stop -- the traffic (Group #1)

Traffic Stopped! Okay to Cross! (Group #1)

Stay in the cross walk (Group #1)

Have a nice day at school! (Group #1)

Thank you Mr. Crossing Guard! (Group 2)
7) Discussion - Personal Responsibility

Discuss concepts of personal responsibility. Discuss wearing appropriate clothing for travelling outdoors as well as the importance of having a mind body connection and eating a healthy breakfast in preparation for walking or bicycling to school.

- Review - Who already walks or bikes to school.
- Survey - Who wants to walk or bike in the future?
- Identify the people who help students walk and bike safely—crossing guards are to help children cross the intersections safely.
- Review personal responsibility concepts. Ask who is the one person that is responsible for them? Answer is that they are - “themselves.” Soon they will be old enough to walk and bike alone and must be responsible and thinking for themselves. Avoid distraction temptation; danger zones. Stay on the safe path.
- Do not talk to strangers—Stranger Danger—why?
- Avoid stray dogs/cats—never approach a stray dog—if they approach you, stand still.
- Do not dart out into the street—why?
- Discuss the ideas of “safety in numbers” and traveling with adults or tagging along with friends.

*If time allows complete the following activity #8*
8) **ACTIVITY** - In Class Crossing Simulation (if time permits)

Allow students to review and build on the information delivered in the curriculum/discussion while doing a simulated street crossing activity.

**Materials:**

- Open area in classroom to practice crossing.
- 2 sets of pedestrian signals. (Children can volunteer to serve or act as a pedestrian signal)
- One ball to discuss the dangers of chasing a ball into the street.

Allow pairs of students to practice safe street crossing with the use of props on a small-scale course laid out in the classroom. Include traffic signals as training for larger intersections. Include another student simulating a car on the course. Have students practice on the course.

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**LET'S PLAY** **WALK THIS WAY, BIKE THAT WAY**
**BOARD GAME AND BECOME A**
**WALK THIS WAY SUPERSTAR!**

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**WALK THIS WAY SUPERSTAR**

**PRESENTED TO**

Becky Collins

**FOR**

PEDESTRIAN SAFETY

**BIKE THAT WAY**
**BENEFITS – Class Discussion**

- Cut down on pollution – parents do not have to drive to and from school (reduced emissions).
- Get good exercise – students walk and bike – good cardiovascular, burn fatty calories, less obesity issues and fresh air stimulating their minds for their mind body connection.
- Cut down on traffic – fewer autos on the road since children are walking/bicycling and taking safe routes to and from school.
- Have fun! – get to know other students while walking in a group.

**CLOSING**

- Encourage students to practice these skills with their favorite adult or older sibling. Remind students to walk only with people that their parents know and say it’s ok to walk with. (This is not designed to be a lesson on personal safety. A separate lesson on personal safety may be appropriate. Inquire with a school safety or local law enforcement officer for assistance.)

**Health Educational Standards**
- Identify and explore opportunities outside of school to participate regularly in physical activity.
- Use a decision making process for solving problems with peers and family members.

**Physical Education Standards**
- Participate in enjoyable and challenging physical activities for increasing periods of time.
- Participate in a variety of group settings (e.g., partners, small groups, large groups) without interfering with others.
- Accept responsibility for one’s own behavior in a group activity.
- Encourage others by using verbal and nonverbal communication.
- Demonstrate respect for self, others and equipment during physical activities.
- Demonstrate how to solve a problem with another person during physical activity.
- Participate positively in physical activities that rely on cooperation.